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ABSTRACT

The Dale Avenue Project was developed in the Dale Avenue School, Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. This manual is stated to have been prepared as a guide for the administrator who is responsible for the introduction, maintenance, and evaluation of the Dale Avenue Project in any educational setting. The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade is considered to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of third grade children. (Author/JM)

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ADMINISTRATOR'S GUIDE

for the

DALE AVENUE PROJECT:

A PERFORMANCE OBJECTIVE CURRICULUM

FOR PREKINDERGARTEN THROUGH THIRD GRADE

Written by Helen B. Hanson
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June 1974

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INTRODUCTION

This guide is one component of the materials prepared by the Dale Avenue Project staff to enable educators throughout the country to replicate the program. The guide's purpose is to give administrators the information that they need to transfer this program successfully to another site. The guide builds upon the project's Final Report which explains the program's educational goals and evaluation results and the Teacher's Manual which describes the program's essential components in further detail. In preparing this guide, the project staff wishes to emphasize the importance of an administrator's role in installing and maintaining this program. Without strong administrative support and guidance, the program cannot achieve its full potential.

But the administrator's first task, prior to the installation of any new program, is to determine the extent to which it will help the school or district in question to meet its educational goals. If the Dale Avenue Project can permit another school to make progress toward its educational goals, the rationale for its adoption will be strong and the work required for its replication warranted. The guide's writer assumed that an administrator planned to introduce the project in prekindergarten or kindergarten and extend it one year at a time, through the third grade. This may not be the case in some districts, but the information requisite for this level of adoption is provided.

Another important aspect of an administrator's job is to analyze the maintenance cost of a school's operation and estimate the start-up and maintenance costs of any new program under consideration. In recognition of this, one chapter is devoted to a discussion of the costs that a district must project in anticipation of installing this program. It will be sufficient at this point to note that the cost of replicating this program is basically that of staff training, follow-up supervision and evaluation. Provision must be made for the continuing help, encouragement and support of staff.

In planning and funding the dissemination of this project, the New Jersey Department of Education staff worked with the Dale Avenue Project staff to design and print all of the materials that will be required for the project's transfer to another site. While it is preferable that interested parties visit the Dale Avenue School to see the program in action, it is not necessary. The materials are self-explanatory. They are available at cost from the project director. A description of them will be found in Chapter III.

At the time of this writing the Dale Avenue Title III staff is funded through ESEA, Title III funds to train other educators in the project's replication. There is no charge for their services. To be eligible for training, an interested district must give evidence of intent to use the training. Preference will be given to New Jersey educators.

Those interested in further information about the opportunities to visit the Dale Avenue School to see the program in action, the availability of the project materials, and the training program offered by the Dale Avenue Title III staff should contact the project director.

Foreword

The Administrator's Guide will provide the Administrator with the rationale for the Performance Objective Curriculum. Although the Performance Objectives were written for urban children and more specifically for the Paterson, New Jersey, Dale Avenue School children, they can be used successfully by all children because they present a systematic approach to learning and include many things that are very often overlooked or taken for granted.

As is the case with any other project, the Administrator must believe in the program and show his enthusiasm and support of it. He must see to it that the Performance Objectives are being taught and project his enthusiasm to the staff members.

The Performance Objective Curriculum has been used successfully at Dale Avenue School and we wish to share our success with other interested school and community personnel.

I wish to express my personal thanks to the Title III Team and staff members at Dale Avenue School for working so hard to make this program the success that it is. The New Jersey State Department of Education, the Paterson, New Jersey Board of Education, Superintendent of Schools and the Office of Federally Funded Programs have also been most supportive of this program.

Joseph A. DiGangi

Joseph A. DiGangi, Principal
Dale Avenue School

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Chapter I

THE DALE AVENUE PROJECT: SUMMARY AND EXPLANATION

SUMMARY

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade has been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Encoding/Decoding, Classification and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of third grade children.

The Performance Objectives assure children's assimilation of basic skills in the prekindergarten and/or kindergarten setting. This skill building process continues in grades one, two, and three. At any one time in a single grade, children may be working on a wide range of skills depending upon their various individual capabilities. But the developmental nature of the curriculum prevents failure through the careful presentation of basic skills in logical sequence.

The success of the Dale Avenue Performance Objective Curriculum has been established in an urban setting. Its use, however, in any educational setting will give a child the opportunity to develop basic language and cognitive skills in logical order and, as a result, to experience success in school.

The body of this chapter will be a discussion of the program's essential components. This discussion assumes that the Performance Objectives will be used throughout a school in the prekindergarten or kindergarten through third grade classes, since this is the case in the original site. Other schools or school districts, however, may elect to use the program for fewer grades or only a portion of the students. If such an adaptation is made, it is still important to include each of the essential elements of the program, for each plays an important part in contributing to the program's total potential and thus success.

PROGRAM'S ESSENTIAL COMPONENTS

I. The use of the Performance Objectives as a curriculum:

   A. The use of the Performance Objectives as a pre and posttest instrument.

   B. Utilization of Performance Objective test data for the grouping of children for instruction according to the needs indicated by the testing.

   C. Accurate record keeping which involves the recording of test data for individual children in each of the Performance Objective areas.

   D. Manipulative materials, games, cassette tapes and recorders, a ditto machine and ditto masters for creating materials for individualization.

II. A forty-five minute reading program which utilizes all available school staff including teachers of special content areas (music, art, physical education, speech).

III. An intense parent involvement program which includes a parent committee and parents who volunteer in-program time as classroom aides, library aides, and clerical aides.

THE PERFORMANCE OBJECTIVES AS A CURRICULUM

Performance Objectives are small increments of learning stated in measurable terms. The Dale Avenue Performance Objectives are a set of reference criteria in ten skill areas which are based on developmental norms established for the Dale Avenue children. The objectives are compatible with the developmental sequence of the four through eight year old as illustrated by testing in the pilot program at the Dale Avenue School.

The Performance Objectives were based upon many of Piaget's developmental theories including the three stage sequence of learning. The first stage (sensori motor) requires a child's contact with concrete materials; in the second stage (perceptual) contrasting stimuli of color, shape, and sound are represented, and in the third stage (ideational-representational) the child works with objects and ideas with a minimum of concrete and perceptual support. These stages are represented in the increasing complexity of the skills in the Dale Avenue Performance Objectives.

The teacher has the freedom to teach the skills and concepts in any way that he/she wishes. This enables him/her to use his/her own talents and to find the teaching method that suits the child best. Children move at their own rate from skill to skill.

The Dale Avenue Performance Objectives are compatible with any learning materials since they are a compilation

of skills that apply to all subject areas and reinforce one another. One skill area is directed specifically to reading skills, Encoding/Decoding, and another to Mathematics. But all of the skill areas can be taught in reading and mathematics lessons as well as in lessons on the local community, social studies, art, music, home economics, etc. The discussion of the reading program will illustrate the many approaches that are possible in the teaching of these skills.

Two examples of the ways in which the skill areas reinforce one another are the following: Two skills that are crucial to good reading are the abilities to listen carefully and the ability to reproduce vowel and consonant sounds. These skills are found in the Listening and Speaking areas. While mathematics skills are incorporated in the Mathematics areas, some of the required terminology will be found in the Naming Objectives. In this way the skills in several areas provide the basic preparation for students to move into and succeed in formal instruction in reading and mathematics. This reinforcement and interdependency among the skill areas means that students must be taught skills in all areas simultaneously for the program to succeed.

The Performance Objectives contain the minimum amount of information that a child must demonstrate in the testing situation before going on to the next skill in a given area. Hence, the naming of ten animals (N-29 in the Naming

area) should be preceded by many units taught concerning animals--those that live on the farm, in the zoo, in our homes, in the forest, etc. An allowance, therefore, is made for the child to forget some of the information taught. In the posttest the child must be able to name at least ten animals to demonstrate readiness to move on to the next Naming skill.

The Peformance Objective Curriculum assures success experiences for, if used correctly, no child will be presented with tasks or materials which are beyond his or her ability to comprehend. This is important for it prevents the initiation of a failure syndrome common to educationally disadvantaged children. At the same time its use systematically builds the basic skills which a child must have to enjoy long-term academic success.

THE PERFORMANCE OBJECTIVES AS A PRE AND POSTTEST

The Performance Objectives are to be used as a pre and posttest. Beginning on the first day of school, children should be pretested on each item in each category until two items are missed. This establishes the ceiling for each child and this information is systematically entered into a Record Book. Teachers begin teaching at this point. As students progress through the program and additional skills are learned and confirmed by a posttest, they are recorded in the Record Book.

As students move from one grade to the next, their records go with them. A new teacher may see at a glance where each child is in the Perfromance Objectives. After the first year, no pretesting is required except in the area of Naming. Results in the original project indicate that children must be pretested in Naming each year since the level of retention over the summer varies widely. In all other areas the teachers begin the year by dropping back two items from the highest level attained by a child. Teaching begins at this point.

GROUPING FOR INSTRUCTION

By using the test results as a diagnostic tool, teachers will know the skills in each area which each child is ready to learn. The teacher can then group the children who are ready to begin work on the same skill(s). This type of diagnosis should be the basis upon which a teacher plans his/her daily schedule.

ACCURATE RECORD KEEPING

The children's names are entered into the Performance Objective Record Book where each Performance Objective is also listed. Skills mastered in the pretest setting are checked in red pencil. As each new skill is mastered it is checked in blue. A summary of this record follows a student from year to year. It enables the teacher to know where to begin teaching each year; it forms the teacher's

basic guide in planning daily schedules, for he/she may see at a glance which children are ready for which skills; and it forms a cumulative record of a student's progress through the third grade.

MATERIALS FOR INDIVIDUALIZATION

It is important for teachers to be able to individualize instruction so that students are able to work on different skills simultaneously. It is also important for a teacher to be able to employ various modalities such as hearing, seeing, feeling, smelling, and tasting to aid in fixing skills seemingly mastered on a superficial level. A teacher's success in using the Performane Objectives, therefore, will depend heavily on his/her abilities to individualize instruction so that many different learning tasks can occur at one time.

Several kinds of materials will be helpful to a teacher to develop lessons for a single child or a small group of children. Such materials include a tape recorder, tape cassettes, and dittoed lessons. Teacher-made tapes which instruct students who are working on worksheets will reinforce concepts or test small groups of children who can be "plugged in" to a tape recorder.

In addition, manipulative materials including certain games and puzzles will help some children clarify abstract concepts. This is especially important in the area of mathematics.

THE FORTY-FIVE MINUTE PER DAY READING PROGRAM

The Dale Avenue Project has developed a unique reading program. During the first forty-five minutes in the morning all available school staff teaches reading to small groups of children. Each group is comprised of students who exhibit similar needs and some of the reading groups are taught by teachers of special content areas. The physical education teacher and the school psychologist work with children who have displayed motor needs. The music teacher has produced a reading through music program which combines instruments, voice, and decoding techniques. The art teacher has been assigned children who have exhibited problems with form and shape perception and she teaches letter and word recognition using the art media. The expertise of the speech therapist furnishes students who have language difficulty with skills that they will need to read proficiently. The home economics teacher has developed a program utilizing recipes, shopping lists, magazine and newspaper ads and vocabulary which relates to her own area of training.

Children not attending reading programs taught by special content area teachers work in small groups with teachers, associate teachers and aides using a variety of materials that motivate and that teach reading concepts.

Since it is the philosophy of the program developers that all the Performance Objectives areas are directly

contributory to the firm development of reading skills, all areas of the Performance Objectives are taught along with Encoding/Decoding. Listening games and activities may contribute to a child's ability to discriminate between different vowel and consonant sounds. A picture matching game or a game in which the child must see minute likes and differences in geometric figures (Observation) may contribute to the ability to see the small differences in the formation of letters which cause the letters to be called by their names. The skills in the Naming area develop vocabulary necessary for a child to be able to approach the reading system.

Even after formal reading is begun, Listening, Naming, Observing, Speaking, Classification, Seriation must be continually reinforced to assure that student growth in these areas is continuous.

Thus the forty-five minute reading period becomes a time during each day when all areas of the Peformance Objectives are enfolded into the process of teaching reading.

Reading is taught not only in this forty-five minute period utilizing all staff, but it is also taught again during another period during the day in the individual classroom setting. Here, again, children are grouped according to their needs and the groups are kept as small as possible.

PARENT INVOLVEMENT

Parent involvement has been an important part of the success of the Dale Avenue Performance Objective Curriculum Model. Informed and involved parents will support a program which is enhancing the academic progress of their children.

The Title III Parent Committee has received information and training in all aspects of the Project. The parents who have been on the committee since the inception of the program have experienced the testing program, and are thoroughly familiar with the Performance Objective Curriculum. These parents serve as liaison with the community and are sufficiently well informed to give answers to questions about the program.

Parents actively participate as volunteers in the Project as tour guides around the demonstration site, library aides, and clerical help in the office. Informed parents can also make presentations about the Project in the community.

Parents volunteering aide time in the classroom may help less able children, oversee children who are working individually in workbooks or at listening stations and, generally, free the teacher to assume her role of classroom manager. Parents who hold teaching certificates may volunteer time as tutors and might even help create learning packages for individualization of instruction.

Community residents are excellent resource people when units concerning occupations, crafts and hobbies are being introduced.

Success of a Performance Objective Curriculum is directly dependent on a shift in what most parents traditionally think school is. When individualization is stressed, grade levels become secondary. If a child is to progress at his own rate, his parents must allow him to do just this. His parents must not compare him to his siblings or peers as far as his reading ability is concerned. His parents must permit him to be wherever he is in the Performance Objective Record and they must be willing to accept his teacher's judgement when it is reported in a parent conference that a child is doing well--commensurate with his own abilities. This type of acceptance comes only with complete parent understanding of the program.

Chapter II

STAFF RESPONSIBILITIES

ADMINISTRATIVE SUPPORT

One administrator in the school or district must be the coordinator for the program. He or she must give teachers and parents a full orientation to the program, organize and attend staff training workshops, and provide continual support and supervision to the teaching staff. This person must also assume the responsibility for an evaluation of the program's impact on student achievement, the primary measure of its success. For those schools whose staffs are trained by the Dale Avenue Title III staff, this person will be the liaison between the Dale Avenue staff and the school or district introducing the program.

Once the program begins, the coordinator should also assume responsibility for the parent involvement activities as an outgrowth of earlier parent orientations. The coordinator will keep the Superintendent of Schools, and through him/her the local Board of Education, informed about the program's installation and at least annually, about the impact that it is having on student achievement. Finally, the coordinator must disseminate general information about the program to the entire district staff and the community at large.

The program coordinator may be the principal of the school into which the program is being introduced. If not, there is a separate role for the principal which is indispensable. First, he or she must work closely with the coordinator in all aspects of the program. The principal must do this in order to give support in preparing for and installing the program. Over the long run, the principal's efforts to foster the professional development of the teaching staff and to orient new staff members will be an important contribution in maintaining the vigor of the program.

Further explanations of the administrative responsibilities described above will be found in various sections of this guide. The Parent Involvement activities were described in Chapter I. The remaining portions of this chapter will include a discussion of monitoring, evaluating, and disseminating information about the program. Chapter III is devoted to the topic of staff training.

TEACHING RESPONSIBILITIES

Teachers should be responsible for gathering materials for the effective teaching of the Performance Objective Curriculum, for coordinating the Performance Objectives with existing materials, for presenting units of study which teach individual Performance Objectives in many ways, and for pre and posttesting all students on the Performance Objective areas. A teacher will work with any associate teachers or aides that are assigned to her/him, planning and sharing work loads and explaining methods and procedures during planning sessions. Thus the teacher provides ongoing training as he/she plans with paraprofessionals.

Associate teachers and aides supervise children at listening stations, oversee children who are working with workbooks or worksheets, play learning games with students, and reinforce skills introduced and taught by the teacher.

STAFFING PATTERNS

The staff believes that the Performance Objective Curriculum may be used with virtually any kind of staffing organization beginning with a ratio of one principal per school and one teacher for every twenty-five or thirty students.* In schools or districts where teacher aides,

*The exception to this ratio is in prekindergartens where there should be one teacher and at least one teacher's aide for every fifteen children.

curriculum coordinators, special area teachers, or learning disability teachers are available on a full or part time basis, instruction may be individualized more extensively. Volunteer help may also contribute in important ways to the individualizing effort. But in both types of situations the Performance Objectives may be used successfully.

The way in which the staff is organized to use the program is more important than the number of persons on the staff. This section will discuss the staff roles which are central to the program's success. Who assumes these roles may vary from school to school, but it is important that each is assumed.

MONITORING THE PROGRAM

Systematic monitoring of the program is essential both for determining close adherence to the program model and for ensuring that every assistance possible is given to the teacher/teaching staff. At its inception, the program should be monitored once each week. Later, when it is running smoothly, monthly visits to the classroom will suffice.

It is suggested that the monitor use the original project's Monitoring Record* to record quickly and easily what Performance Objectives are being taught, how children are being grouped, and what materials are being utilized

*A copy of the Monitoring Record will be found in Appendix A.

to carry out the curriculum. If the materials are inappropriate or if individual needs are not being met, the monitor should be prepared to render aid to the teacher in the form of suggestions, research, or direct teaching support.

Teachers should be thoroughly familiar with the monitoring procedure and the Monitoring Record. It should be clear to all staff that this procedure is not a form of teacher evaluation, but a supportive service which can assure program success. This task may be carried out by the program coordinator or the school principal.

Another dimension of the monitoring may be the teaching staff's submitting weekly plan books which show the use of the Performance Objectives as a basis for lesson plans.* This is normally a procedure which a principal will carry out.

Finally the Summary Sheet** itself will provide a cumulative history of each child's progress in the Performance Objectives from his prekindergarten or kindergarten year through third grade.

REPORTING TO PARENTS

Teacher-parent conferences occuring twice a year serve to inform the parents about the progress of the child. Reporting is done within the context of the Performance Objective record. The teacher indicates how far the student has moved in each Performance Objective area

*A copy of a Weekly Lesson Plan will be found in Appendix B.
**A copy of the Summary Sheet will be found in Appendix C.

by indicating the number and type of skills mastered. Emphasis is placed on the individual child's progress and he/she is not compared to other children. No formal report card is used.*

If the conference reporting system is to be successful it is necessary that the parent understand that the Performance Objectives are sequential skills lending themselves to the learning of the 3 R's. Parents must also comprehend that a child may be showing continuous progress, yet not be at grade level in reading and math.

In some situations, it is possible to involve the parents in helping the child attain mastery; however, the teacher must be well acquainted with the child's parents and should know whether they are able to render constructive help.

EVALUATION OF THE PROGRAM

The Dale Avenue Performance Objective Model was developed through needs assessment, curriculum development, teacher training and careful assessment of pupil progress as the students moved through this curriculum.

On-going evaluation of a program is a central factor in instructional improvement. The curriculum itself, grouping procedures, testing procedures, recording and reporting forms, monitoring, and the parent involvement program must be subject to critical analysis and should

*Parent Reporting Form will be found in Appendix D.

be altered if they do not suit the needs of the student population to be served.

Evaluation may reveal aspects of the program that may be in need of alteration. Care should be taken before any component of the program is changed to ascertain whether or not the program has been carefully structured exactly like the Dale Avenue Model. A great deal of data has been generated at the Dale Avenue School which points to the fact that the children who were taught and who mastered the Performance Objective Curriculum in all the Performance Objective areas were significantly different in their reading and math scores (as measured by the Stanford Achievement Test) from the children in a matched group in control schools. Children who still had gaps in the Performance Objective skill areas or who had not been taught all areas of the Performance Objective Curriculum were not at grade level. It would have been preferable for the gaps to have been filled in.

Teachers who carefully adhere to the program and go back and fill in areas of deficit not mastered in previous grades and who teach all the Performance Objective areas bring all the children along with smooth, continuous progress. Slow learners begin to look more nearly like average children. At this writing, for example, Dale Avenue School does not contain the fifteen percent of learning disabled children that generally appear in any school system. Further program evaluation assesses the attitude of teachers

and parents toward the project, in general, and toward pupil progress. The teacher and parent project evaluation form requests them to observe the progress made by children in Performance Objectives.*

A prototype evaluation system has been developed for this Project by consultants from the New Jersey State Department of Education. It contains elements of the original Dale Avenue Model assessment system, but some alterations have been made. It is designed for use by schools or school districts whose staffs adopt the Dale Avenue Performance Objective Curriculum and is intended to be an assessment system designed to compare the growth of consumer district children with the students in the producer district.**

DISSEMINATING INFORMATION ABOUT THE PROGRAM

The Office of Program Development, Division of Research, Planning and Development and Evaluation, New Jersey State Department of Education has formulated a dissemination plan which includes Awareness, Involvement, and Commitment stages.

Awareness is becoming initially acquainted with the Dale Avenue Performance Objective Model through a staff presentation or through the reading of the Dale Avenue Final Project Report.

An on-site visit to the Dale Avenue School, observation of the forty-five minute reading program, classroom observation, and a short overview of the Dale Avenue

*See Appendix E for Teacher & Parent Program Evaluation forms.
**See Appendix F for Prototype Evaluation.

Performance Objective Model comprise the Involvement phase of the dissemination program.

Training and follow-up monitoring are the major portion of the Commitment phase. Commitment on the part of both the producer (the Paterson Dale Avenue Model) and consumer (the adopting or adapting district) is clearly outlined in the proposal which the consumer district will write and have approved by the Office of Program Development, Planning and Evaluation, New Jersey State Department of Education if a grant is to be awarded. If a school district adopts the program without a grant, then responsibility of both parties is outlined in the Producer-Consumer Contract.*

Dissemination of the Dale Avenue Performance Objective Model continues with the training of new consumer districts. During training accurate information is distributed to all persons who will be directly and indirectly involved in the success of the program. Because it is essential to the success of the program, training is mandatory for consumer teachers, the principal, a member of the Board of Education, a member of the Superintendent's staff, and several parents. School staff members who may not be directly involved with all children in the program, but who may work with some of them in special areas such as remediation or supplementary instruction, should be thoroughly familiar with the program and should also take part in the training.

* See Final Project Report, pg. 78 for Producer-Consumer Agreement

Training is the most useful form of project dissemination and should be led by project personnel who have been involved in the development of the Dale Avenue Model. Four follow-up on-site visits will be made to the consumer school as need is indicated.

A parent committee is one of the required components of the Dale Avenue Model. This committee should be knowledgable about testing, the Performance Objective Curriculum and the parent reporting system. This committee can become the project's most valuable liaison with the community, if a concentrated effort is made to furnish the parent committee with on-going training during the Parent Committee meetings.

All project parents must be introduced to the overall aspects of the model before it is installed. They must have a good deal of understanding about the Performance Objective Curriculum, so that they are able to translate their children's progress in terms of movement from one skill to the next. Initial contact with parents can be through a coffee hour. A project staff member, who is well informed and can answer questions, may make a presentation and show a slide story or movie which explains the Dale Avenue Model.

A project parent newsletter highlighting project progress, featuring children's work and making general announcements should be planned and sent out at regular intervals.

News releases to newspapers, televison and radio stations should be made periodically. It is important that these releases feature special aspects of the program and that they be not only informative, but also exciting, support producing, and morale building for consumer staff. The Dale Avenue Model is a special program and it is educationally sound. It has received a good deal of national publicity. The students, teachers, principal, board members and parents should be given the opportunity to feel that they are part of an innovative and successful nationally validated program.

Chapter III

PLANNING AND TRAINING

THE ADMINISTRATOR'S ROLE

An administrator has the critical task of deciding whether the Dale Avenue Performance Objective Curriculum will meet the educational needs of a particular school or district. If the decision is affirmative, the next step is to plan the complete and appropriate preparation of the teaching staff. This section will discuss the major tasks of that process.

First, an administrator must know what kind of teaching staff is required. He/she should also consider the best way to introduce the program into a school, bearing in mind the kinds of materials that the introduction will require. Finally, he/she must assess the training needs of the teaching staff. This information will enable the administrator to plan, time, and carry out the training with the maximum potential for success.

It should be stressed that it is important for the program coordinator and the school principal, if they are not the same person, to take the training along with the teachers. Only then will the coordinator and/or principal have the necessary information to support, monitor, and evaluate the program thoroughly and efficiently.

WHO SHOULD TEACH PERFORMANCE OBJECTIVES?

Not all teachers will wish to or should attempt to teach the Dale Avenue Performance Objective Curriculum. The creative, innovative teacher, who is truly concerned about the progress of every child who comes within the realm of her particular area and who is willing to do a good deal of planning, will find satisfaction and success in working with this curriculum.

This curriculum lends itself nicely to many methods which are currently being explored in school systems where individual needs are met. The open classroom, team teaching, individual packaging, and learning centers are all innovative techniques which are currently used in many progressive school systems.

These programs in themselves, however, do not provide step-by-step check points of basic skill development. Coupled with innovative methods of classroom management, the Performance Objectives can provide the structure which assures the teaching and assimilation of fundamental skills.

Teaching the Dale Avenue Performance Objective Curriculum requires a good deal of effort. Planning, grouping, finding materials for individual or group needs, creating entirely new units of materials to teach the concepts of the Performance Objective goals, require a dedicated teacher who has real expertise in curriculum content. Furthermore, only the teacher who is willing to relinquish her role as an authority figure and lecturer to more democratic and humanistic methods which permit a child to operate on his own level, select some of his

own materials, move about the room in pursuit of learning tasks, progress at his/her own rate and to be respected for what he/she is, will feel comfortable reorganizing his/her classroom to embrace this curriculum.

The teacher must feel comfortable with some shifting about of classroom furnishings. Traditional rows of fixed seating do not lend themselves to easy grouping and regrouping. Small pods of desks can be grouped seminar style and, if small pieces of carpet are available, children can be seated on the floor for small group activities.*

Individualization of instruction, small groups, movement of students about the room and the resulting higher noise level must be acceptable to and accepted by the Performance Objective Curriculum teacher and her school administrator.

Before an individual school or school system makes the decision to adopt the Dale Avenue Performance Objective Curriculum, the teachers to be involved should be permitted to explore the program and its components. It is particularly important that in this "awareness period" the teachers understand that setting-up the program and gathering together the necessary materials will necessitate a great deal of work on their part. They should know that teaching the Dale Avenue Performance Objective Curriculum requires some extra record keeping and that, above all, the prime requirement is that the teacher knows exactly where each child in his/her room is functioning in the Performance Objective Record. That child will then be

*See Appendix G for Kindergarten Classroom Room Arrangement.

furnished by the teacher with the materials which will enhance his/her progress onto the next level.

The teachers in a system wishing to adopt or adapt the Dale Avenue Performance Objective Curriculum should be attuned to testing as a diagnostic technique and one which is also necessary to provide an adequate evaluation of teacher effectiveness and pupil progress.

Teachers entering an experimental program using this Curriculum must also be willing to gain knowledge in child growth and development. They must have the type of sophisticated knowledge in skill areas that permits them to know the unlisted sub-skills that lead up to the more complex skills listed in the Performance Objectives.

WHERE SHOULD PERFORMANCE OBJECTIVES BE PLACED IN A SCHOOL SYSTEM?

The Performance Objectives are appropriate for a child's first through third year of school, but the experience of the original project suggests that the Performance Objectives should be introduced only in prekindergarten, kindergarten, or first grade or a combination of these years. In the second year the curriculum should be extended to the next grade, and so on, until it finally extends from prekindergarten or kindergarten through the third grade. The reason for this is that when students are introduced into the program, they must be pretested on the Performance Objectives starting with the preprimary objectives and working forward until they fail two items in each area.

This task is time consuming, especially in the first year when the program is new. Furthermore, children who prove to be operating below grade level, and who exhibit gaps in skill areas, must be taught on the level most appropriate to their needs. As the differences in children's needs become evident, the teacher is faced with teaching children who are operating on many levels.

The solution to this dilemma is to send children along to upper primary and secondary grades with their skills fully developed. This means that the Performance Objective Curriculum is more easily begun in prekindergarten or kindergarten where pretesting and individualizing instruction is comparatively simple. At the termination of the kindergarten year in the Performance Objective Curriculum, each child moves along to first grade with some skills developed in each of the Performance Objective areas and with a summary sheet showing just where he is operating. The first grade teacher is able to begin grouping the first day of school.

After the Performance Objective kindergarten has been established, the first grade teachers should begin observing the program and may start training in procedure so that they are ready to continue the Performance Objective Curriculum for those children coming out of kindergarten. This type of phasing-in should continue as the students following the Performance Objective Curriculum move into the second and third grades.

MATERIALS REQUIRED TO INTRODUCE AND MAINTAIN THE PROGRAM DEVELOPED BY PROJECT STAFF

The Title III Staff at the Dale Avenue School has produced a kit which provides materials that are helpful in setting up a Dale Avenue Performance Objective classroom. The Dale Avenue Assessment Tests and the Identity and Body Parts Checklists, an indexed set of Performance Objectives, Special Area Performance Objectives, a packet of activities to teach the Performance Objectives, an administrator's and a teacher's guide, a test manual and the Record Book are packaged and are available at cost.

The packet of activities is particularly helpful. It is divided into the various Performance Objective areas and several activities are listed for each skill.

It is possible to utilize the Performance Objectives without these materials, but many teachers feel that they want ready-made materials to implement the program.

OTHER SOURCES OF MATERIALS

The Performance Objectives were developed to suit the needs of children in the areas of Listening, Naming, Observing, Speaking, Writing and Motor Skills, Mathematics, Perceptual Motor Skills, Decoding/Encoding, Classification and Seriation. Mastery of the "3 R's" demands proficiency in all the Performance Objective areas. Each of these areas is included in the teacher's planning for her teaching day,

but mastery of these is not left to chance. The mastery of the Performance Objectives is as carefully checked as the teacher would ordinarly check proficiency in the reading and mathematics areas.

Whatever reading, mathematics, social studies, spelling and writing materials are used in a school system will be compatible with the Performance Objectives. Each grade level must contain some materials which will be suitable for children who are working below or above that grade level.

It is most important that manipulative materials, games, puzzles, counting apparatus, ditto sheets and use of a ditto machine, cassette tapes, and visual aids be available* so that each child may have an opportunity to approach learning from the standpoint of his/her best developed modality. First through third grade slower learners should be furnished with manipulative materials so that they may continue to operate on the concrete level and to experience success. Many of these materials can be teacher constructed. Many of these materials will be found in most schools. If additional ones are needed they may be purchased gradually with a reallocation of the normal annual purchases. Thus the phasing-in approach applies not only to the training of staff and the introduction of the Performance Objective Curriculum, but to the determination of what, if any, additional materials may be required.

*See Appendix H for list of materials.

WHY IS TRAINING NECESSARY?

The Performance Objective Curriculum idea is not new, but some of the steps in working through a Performance Objective Curriculum involve changes in teaching procedures and thus require an orientation training for teachers. In this section several topics which should be included in a training program are described. Emphasis on these topics may be expanded or reduced depending upon the needs of the teaching staff that will use the Performance Objective Curriculum.

An important area that may require reorientation is testing. This is because the teaching profession has reacted to abuses in the use of testing by adopting an anti-testing stance. From the very beginning of this program, however, the Performance Objectives were based upon testing to establish the needs of the project students. Further, progress through the Performance Objectives is traced by a pre and posttesting program. Testing is also the way the progress of the entire school --once into the program-- is charted. Therefore it is important for teachers to understand and support the value of diagnostic testing.

Individualized instruction provides for mastery of appropriate skills commensurate with the needs of the individual child. The Performance Objectives provide a vehicle for individualization. Teachers, however, must be trained to use the Performance Objective record as a diagnostic

instrument and to select the materials which go with each skill.

A teacher schooled in child growth and development will understand that a child whose mental age is six years and two months, but who is in third grade, cannot possibly operate on the same level as the child whose mental age is eight and a half. This same teacher will provide special materials for the slower child...materials that will assure success and continual progress.

We can see, therefore, that Curriculum content must encompass many grade levels if the teacher is to teach Performance Objectives successfully. The teacher must understand that mastery of basic skills at a specific grade level is dependent on a firm base of complete knowledge of the skills that are taught in the grades that the child has already passed through. If these skills are lacking, the teacher must know how to drop back to sub-skills and reteach the necessary foundation skills.

Behavior modification which leaves the individual's self-esteem intact and places the onus for good behavior on the child himself is the most acceptable way of dealing with behavior problems which may interfere with effective learning. Need for these techniques is greatly reduced as children progress through a non-threatening school program.

Concepts appropriate for a child's ethnic and cultural background must be understood and used by the teacher if

she is to work effectively with her students and guide their adjustment to the school environment.

DETERMINING THE TEACHING STAFF'S TRAINING NEEDS

A needs assessment of the teaching staff is necessary in order to plan a training program that will address the new skills which teachers (and aides where present) will need to use the Performance Objectives successfully. This assessment can be carried out by the teachers themselves working with other district or school personnel.

Teachers should begin by going over the project developed "Self-Check List"* which notes skills in which they need training. The flexible, creative, highly motivated teacher who easily perceives the part-whole relationship of small increments of learning to complex subject matter, and whose goal is to eliminate failure from the learning situation, will probably also be secure enough to list areas of need in a self-evaluation.

School administrators, supervisors, special services personnel are often in the position to pin-point teacher needs in the areas of child growth and development, social services, psychology, skill areas, individualized instruction, and behavior modification. Workshops may be set up to correspond with needs listed by the teachers themselves and by the above mentioned staff who work with teachers and have an opportunity to observe the areas in which more training would be beneficial.

*See Appendix I for Self-Check List.

CONTENT AND TIMING OF THE TRAINING

Initial training in the Dale Avenue Performance Objective Curriculum should be limited to two or three days and be held within several weeks of the time that the new curriculum and methods will be instituted. This training, of course, must be preceded by thorough discussion of the program and a staff decision to adopt it. Further, the training must reflect the needs of the staff and thus be organized to teach the staff only the new skills that they need to introduce the program. It is important that not only teachers (and teacher aides where present) take part in the training, but also that principals and other supervisors who will be working with these teachers take the training.*

This training program should focus on the use of the Performance Objective Curriculum in the most fundamental ways. At its conclusion, teachers, aides, and administrators should be able to:

1. Demonstrate proficiency in testing with the Performance Objective instrument by testing a child in several areas of the Performance Objective Curriculum and accurately recording the results in the Record Book.

2. Utilize Performance Objective test data to determine the child's level of functioning.

3. Select materials that are matched to the area of the Performance Objectives where the child will be operating.

4. Group the child tested with other children who exhibit the same needs.

*See Appendix J for Content of Two Day Training Program.

This initial training should be buttressed by followup consultations and general administrative support given to the teaching staff as the program is initiated. This is particularly important in the pretesting procedure which is an extremely time-consuming task.

At this time the teachers and program coordinator should go over the monitoring program that will accompany the use of the Performance Objectives and become familiar with the Monitoring Form. If the program coordinator (or principal) wishes to review the teachers' weekly plan books, the system for this review should be set up. Finally, the system for both the teachers and the principal to report to parents through conferences or written statements should be established.

If a school or district adopting the program follows the recommended procedure of evaluating the program's impact on student performance as measured by the Peabody Picture Vocabulary Test, Skill Assessment Tests, Identity and Body Parts Checklists, and a nationally standardized test, and if a school or district administrator will be responsible for this evaluation, then a portion of the initial training program must be devoted to this subject. It may be necessary for the tester to be trained in the use of the tests. Teachers should be familiar with the purposes and procedures of the evaluation. An appropriate reporting system should be drawn up.

Training in other broad areas which complement the use of the Performance Objectives such as child growth and development, social services, psychology, skill areas, techniques of individualizing instruction, behavior modification, etc., may be introduced in the original formal training session. It is more important, however, that training in these areas and other areas of need, as determined by the staff's needs assessment, continue throughout the school year and in subsequent years in order to assure professional growth and increasing competence in the use of the Performance Objective Curriculum.

The first training workshop might best be planned to take place during the summer prior to the introduction of the program. This timing is even better if the teachers are given several days prior to the beginning of school to prepare the materials required for the program's introduction. As noted earlier, it is important that the training be held within several weeks of the time that the program is introduced so that there is an immediate opportunity for those trained to use their new skills.

Training provided beyond the regular school day or school year may require that stipends be paid to those trained. An alternative, however, is the district's giving of equivalency credit which can be applied toward salary increments.

In the original project it was possible to hold some inservice training workshops during the school day by

combining classrooms and allowing some of the teachers to be released once a month for two hour training sessions. Some workshops conducted by outside consultants were put on video tape to be used to train additional staff at another sitting.

WHO SHOULD CONDUCT THE TRAINING?

At the time of this writing the staff of the Dale Avenue Project is available to train, free of charge, educators whose districts make a commitment to replicate the project. The cost of this training time is provided by the New Jersey ESEA, Title III dissemination program to foster the dissemination of this project. For educators to whom this training is not available, several suggestions are made in this section to guide them to other persons who may be available to conduct the necessary inservice training.

An inventory of consultants in the area near a school whose staff is interested in using the Dale Avenue Performance Objective Curriculum will yield people who are experts in child growth and development, social services, psychology, skill areas, individualized instruction, and behavior modification.

Local staff members who are adjunct staff at colleges and universities, members of a district's special services department who are psychologists, social workers, learning disabilities specialists, professors from local colleges and universities can be approached to conduct workshops on

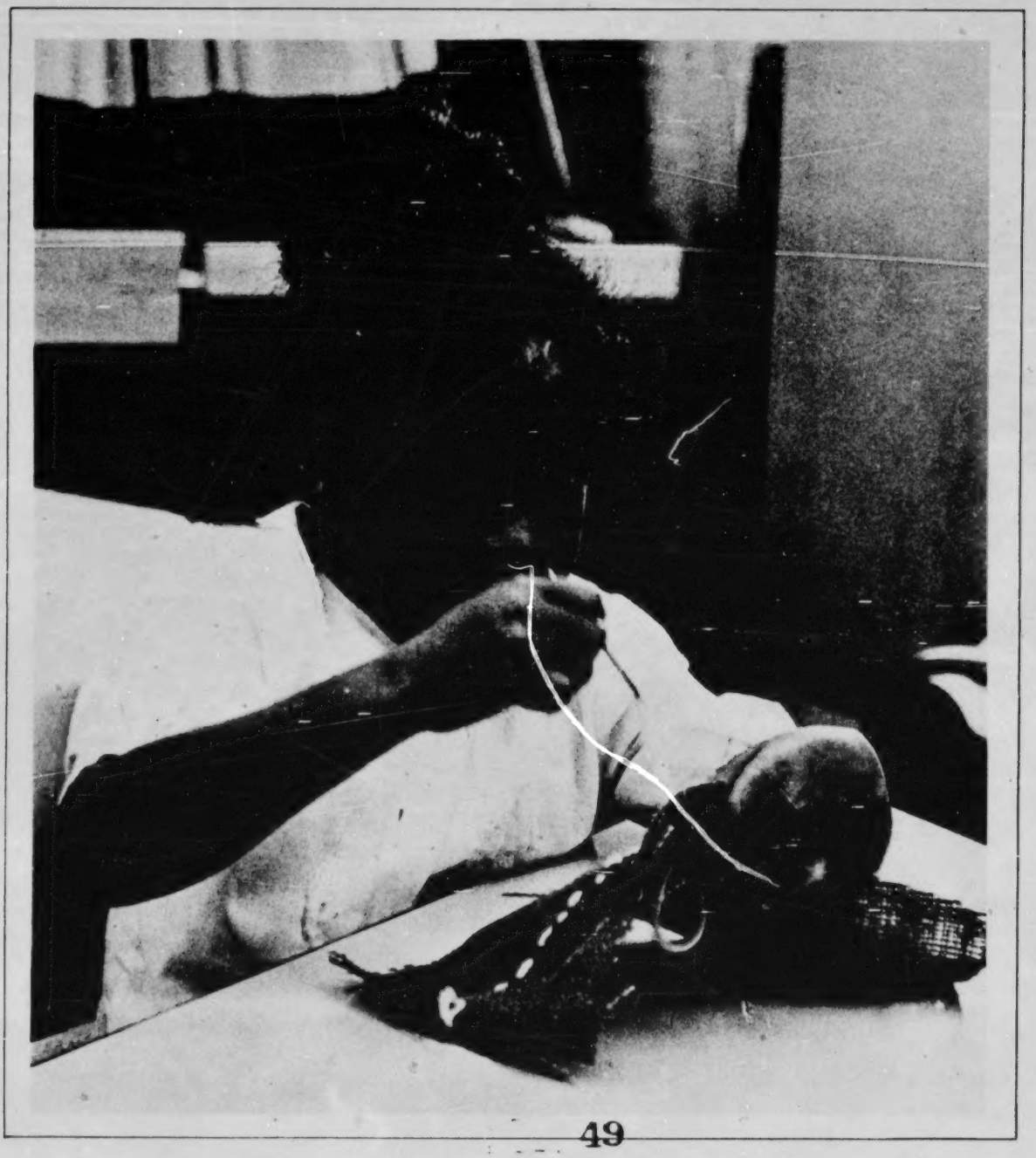
subjects which involve their various disciplines. In New Jersey the Department of Education staff including the staffs of the Educational Improvement Centers are excellent sources of experts who will furnish time without cost to the local district.

If funds are available for consultant fees and travel, large universities may be contacted and nationally known consultants may be obtained to do a portion of the training.

Whether the training is conducted by school district staff and/or outside consultants, all trainers must be thoroughly familiar with the program. The project's dissemination materials have been written so that they will be self explanatory and enable an educator to gain this familiarity without requiring a visit to the project site.

Chapter IV

COSTING OUT THE PROGRAM'S INTRODUCTION AND MAINTENANCE



COSTING OUT THE PROGRAM'S INTRODUCTION AND MAINTENANCE

Education cost accounting is a complex process for it is often difficult to isolate both the direct costs and benefits of a new program. Both must be weighed to determine a program's worth. It is even more difficult to summarize the costs and benefits in a way that is meaningful to other districts or regions because schools start with different resources and the costs of specific items such as staff salaries, physical facilities and materials vary from place to place.

This section will assume that the potential consumers of this program have adequate funds to provide a conventional classroom educational system. Therefore the costs of providing textbooks, workbooks, paper and pencils, chalk and furniture will not be isolated as direct costs of the program. The reason for this is that these costs are part of a regular educational program and will probably not change with the introduction of the program. The Dale Avenue staff does recommend, however, that certain kinds of materials, especially manipulative materials, are important for the program. The purchase of these materials may involve a school or district's reallocation of current expenditures.

Further, this program is workable in a conventional school situation in which there is one classroom teacher for twenty-five to thirty students. It should be noted

that this program does not require a prekindergarten. The program may be initiated at either the prekindergarten, kindergarten or first grade level. It is the recommendation of the staff, however, that the program begin at the prekindergarten or kindergarten level.

Starting from this situation, the primary cost of the program's adoption or adaptation is the training of the teaching staff and the provision of adequate follow-up consultation and support as the staff begins to install the program. The project staff recommends that a twelve to fifteen hour training program plus four follow-up consultations during the ensuing academic year be provided to the staff of a consumer district. If the project staff conducts the training there is no charge to the consumer district. If other persons conduct the training their stipends must be included in the project's direct costs. Further, even if the project staff is available for training, the consumer district may want to supplement it with the help of one or two consultants whose expertise is of particular importance to a consumer district. Consultants who specialize in behavior modification, for instance, may be able to help a staff whose members have no prior training in that field and believe that they need it.

A consumer district will be responsible for the stipends for teachers, or salaries for their substitutes, during the training period and for the follow-up consultations. Any stipends required by trainers will also be the responsibility of the consumer district.

The ongoing responsibilities of a program coordinator, who supervises, monitors and provides support to a staff that is replicating the program, should be assumed by a full time administrator in the consumer district. This should not represent an additional expenditure to a district, but a reassignment of responsibilities. This person may be a principal, curriculum coordinator, reading specialist, supplementary instructor or learning disability specialist. This person can be the liaison between the producer and the consumer district. In Chapter III the project staff recommends that classrooms be equipped with manipulative materials. In addition, teachers will need to be able to use a ditto machine as well as a tape recorder and tape cassettes to individualize instruction. These materials are already available in many schools. If they are not available in sufficient quantity, or at all, they may be purchased gradually as the program is phased into a school.

The Dale Avenue project staff has put together a kit of materials, including this manual, which articulates the project and gives potential consumers the information that they will need to replicate it. The materials in this kit are available at cost as a unit or singly. The total cost, depending upon the quantities required, will be between $50 and $100. Further information about this kit will also be found in Chapter III.

Two estimates of the start-up costs for the replication of the Dale Avenue Project are listed on the following page.

They represent two examples of the differing resources which consumer districts bring to the project. The estimates also take into account the fact that while some school districts, especially those in New Jersey, may benefit from the free training provided by the project staff, others will not be able to take advantage of this opportunity.

Minimum level start-up costs for the adoption of the Dale Avenue Project. Example is for a school with two administrators, twelve teachers, and three hundred students.	
Two days of training @ $25 per day for 12 teachers and 2 administrators:	$ 700.00
Manipulative materials and tape cassettes for 12 classrooms @ $50 per classroom:	600.00
Dale Avenue Project Materials:	100.00
Ten tape recorders @ $50 each:	500.00
	$1,900.00
Approximate per pupil adoption cost for 300 pupils:	$ 6.00
Maximum level start-up cost for the adoption of the Dale Avenue Project. Example is for a school with two administrators, twelve teachers, and three hundred students. Add to the costs itemized above:	
Stipends for consultants to conduct the training:	$ 800.00
Ditto machine:	250.00
Additional manipulative materials:	600.00
Previous total:	1,900.00
	$3,550.00
Approximate per pupil cost for 300 pupils:	$ 12.00

These start-up costs represent the initial investment that is required to adopt or adapt the project. These costs need not occur in a single year, but may be distributed over two or three years as the program is phased into a school.

The ongoing or maintenance costs for the project are for continued staff development, including the orientation of new staff, which will vary with the needs of individual school districts and the continued maintenance of classroom materials in adequate quantity and good repair. These maintenance costs should not represent additions to a school's budget but a reallocation of current expenditures.

To decide from the standpoint of cost whether this program justifies the expense, the staff of a potential consumer district must compare the program's costs to current expenditures and the benefits of this program to those of its current one. The program's benefits as evaluated in the Dale Avenue Schools are fully described in the project's Final Report. To this should be added the fact that an adopter school should expect its students' needs for remedial work and special teachers to decline significantly. From the vantage point of costs, therefore, this program should not increase the maintenance costs of a district that currently provides a conventional classroom educational program. To adopt the Dale Avenue Program requires an initial start-up investment for training and some materials, and a reallocation of both administrative responsibilities and ongoing expenditures for materials. Some long-run savings may be realized as the need for remedial instruction declines.

APPENDIX

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APPENDIX A

DALE AVENUE SCHOOL
MONITORING RECORD

TEACHER'S NAME: _____ GRADE: _____

DATE: _____

	GREAT DEAL	SOME	VERY LITTLE	NONE
1. Use of Testing Feedback (Check Record Book)				
2. Use of Perceptual and Manipulative Materials				
3. Teaching Activities of Aides (Small Group/One-to-One)				
4. Use of Small Group Activities				
5. Use of Language Development Kit				
6. Spontaneous Language of children				

COMMENTS: List numbers of Performance Objectives that are being taught.

_____

_____

_____

_____

_____

_____

_____

_____

Monitored by: _____
Principal

APPENDIX B

Weekly Lesson Plan

LESSON OUTLINES — For Week Ending Jan. 11, 1974 Conyers - Corbo (DEC. 118)

	Decoding	(M63) Math (M62)	Spelling (DEC. 147)	Science	Soc Studies - Health	Speaking S 15 17 19	Naming N 35 37 39
MONDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. See if each child can summarize the details of a story by retelling it in his own words. DEC. 101	Aims: to review multiplication tables from 1 to 6. Follow-up → use the flash cards (Boys ⊗ girls) ⊗ 4×6=24 8×2=16	Let all the children continue in the CPS Program. Let the new children continue in the CPS Introductory. Use supp. spelling and library skills.	Science: Unit on Earth I. Discussion on how mountains and valleys are formed. A. Volcanoes - Lava (molten rock) B. water - pushed rock and has made river beds.	Have a discussion on childhood diseases (esp. measles). Talk about vaccinations and why it is important to have these shots.	Aims: Review the idea of whether the following blends are in the middle of a word when given the choice of 3 words (bl, br, pl, pr, tr, dr, cr, cl, gr, fl, fr, sl, sp, sc, st)	Aims: Review the four basic food groups - Do this with the flannel board - set up the groups & let the children put the picture foods in the groups.
TUESDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. See that each child can recognize the sight vocab. and compare words on each page. DEC. 116	Aims: to review multiplication tables from 7 to 12. Follow-up → use ditto ⊗ 4×9=36 3×10=30 8×8=64	Let all the children continue in the CPS Program. Let the new children continue in the CPS Introductory. Use supp. spelling and library skills.		Have a discussion on safety in the classroom - let each child talk about a different class accident - then draw pictures of such occurrences.	Aims: Review the definition of what is an antonym and then let each child come to the board to write one and to and let someone give the answer.	Aims: Review the meaning and the usage of punctuation marks (. ? ! , " ") Follow-up → ditto - John went to the store ⊙ PERIOD QUESTION MARK, COMMA
WEDNESDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. See if each child can orally indicate an understanding of the character motives. DEC. 118	Aims: to review dividing as the inverse of the multiplication tables of 1 to 6. Follow-up → use the flash cards (Boys ⊗ girls) ⊗ 28÷4=7 16÷8=2	Let all the children continue in the CPS Program. Let the new children continue in the CPS Introductory. Use supp. spelling and library skills.		Continue the discussion on accidents that occur in the classroom - discuss the remedies for frequent accidents - ask boys & girls to do this -	Aims: Review the definitions of "what is a synonym and then let the children divide into small groups and write as many syn. as they can.	Aims: Review naming & various contractions - Do this on the board (Boys ⊗ girls) say two words and let the children write the contraction.
THURSDAY	Dry City, Green Light, Go Around the Corner → Read silently and orally. Discuss the vocabulary. Let each child skim the story to find answers to the questions and write them out. DEC. 128	Aims: to review dividing as the inverse of the multiplication tables of 7 to 12. Follow-up → use ditto. ⊗ 8÷4=2 81÷9=9	Let all the children continue in the CPS Program. Let the new children continue in the CPS Introductory. Use supp. spelling and library skills.		Have a discussion on talking to strangers - esp. since it is early dark when children go to school in the morning. Discuss the problems which can arise.	Aims: Review forming plurals with words that end in f (change the f to v and add es). Follow-up → ditto The boy raked the leaf. (leaves)	Aims: Review the naming of famous people and tell why they are famous - Let each child discuss someone who is famous to him.
FRIDAY	Review and testing on Dec. 101, 116, 118, 128 Do this orally	Review and testing on M 62, 63 Use Ditto	Let all the children continue in the CPS Program. Let the new children continue in the CPS Introductory. Use supp. spelling and library skills.		Continue the discussion on talking to strangers - Discuss things that you can do when approached by a stranger - Use them storming for this.	Review and testing on S 15, 17, 18, 19 Do this orally	Review and testing on N 36, 37, 38, 39 Do this orally

APPENDIX C

Summary Sheet

NAME- BIRTHDATE-

ADDRESS- SCHOOL-

Please indicate highest numbered item in each category that this child has successfully completed.

	L.	N.	Obs.	Sp.	WMS	PMS	Enc. Dec.	Math	Cl.	Se.	
Pre-Kindergarten											
Kindergarten											
Level 1											
Level 2											
Level 3											

List under comments all objectives not mastered that come before the highest number attained.

Pre-Kindergarten Comments Teacher Date

Kindergarten Comments Teacher Date

1st Level Comments Teacher Date

2nd Level Comments Teacher Date

3rd Level Comments Teacher Date

APPENDIX D
Parent Reporting Form
PERFORMANCE OBJECTIVE RECORD
Primary Grades (K-3)

Name: _____ Home Room Teacher: _____

COGNITIVE AREAS:	SEPTEMBER		DECEMBER		MARCH		JUNE	
	Data from previous year's summary sheet. Go back two items for reinforcement. Retest Naming.							
	High Attained	Not Attained	High Attained	Not Attained	High Attained	Not Attained	High Attained	Not Attained
LISTENING								
NAMING								
OBSERVING								
SPEAKING								
WRITING & MOTOR SKILLS								
PERCEPTUAL MOTOR SKILLS								
ENCODING/DECODING								
MATH								
CLASSIFICATION								
SERIATION								

ATTENDANCE:	DEC.	MAR.	JUNE
DAYS ABSENT			
TIMES TARDY			

MARKING KEY:

S- Satisfactory ✓- Improvement needed I- Is improving

Habits & Attitudes	Dec.	March	June
Relationships with others.			
Work habits			
Self control			
Self care			

TEACHER COMMENTS:

DECEMBER

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MARCH

JUNE

APPENDIX E

DALE AVENUE SCHOOL - TEACHER EVALUATION OF PUPILS

NAME OF CHILD:_____ TEACHER:_____
GRADE:_____ A.M. ( )
P.M. ( )

---

1. How much do you think this child has learned this year?

   A great deal ( ) some ( ) not much ( ) little or nothing ( )

2. How do you think this child feels about coming to school?

   Loves to come ( ) Likes to come ( ) Doesn't care ( ) Doesn't like to come ( )

3. How does this child's behavior now compare with his behavior when he entered your class? Needed little or no improvement ( )

   Improved a lot ( ) Improved a little ( ) Hasn't improved at all ( )

   If the child came with gross problems briefly describe the improvement. _____

   _____

   _____

   Briefly describe behavior. _____

   _____

   _____

4. Describe this child's attendance this year.

   EXCELLENT absent no more than 5 days ( )
   GOOD absent no more than 10 days ( )
   FAIR absent no more than 15 days ( )
   POOR absent more than 15 days ( )

5. How does this child's spontaneous standard English language compare with his language when he entered your class?

   Has more spontaneous language ( ) About the same ( ) Less ( )

6. Have you observed in this child any deviant behavior? If yes - briefly describe. Yes ( ) No ( )

   _____

   _____

   _____

7. How do you think this child feels about the lunches served at school?

   Loves them ( ) Likes them ( ) Doesn't like them much ( ) Hates them ( )

APPENDIX E

DALE AVENUE SCHOOL

PARENT EVALUATION JUNE, 1971

NAME OF CHILD: _____ TEACHER: _____

GRADE: _____ A.M. ( )
P.M. ( )

---

1. How much do you think your child has learned this year?

A lot	Some	Not much	Little or nothing
( )	( )	( )	( )

2. How does your child feel about coming to school?

Loves it	Likes it	Doesn't care	Dislikes it
( )	( )	( )	( )

3. How does your child's behavior now compare with his behavior before this school year? Needed little or no improvement ( )

Improved a lot	Improved a little	Hasn't improved at all
( )	( )	( )

4. Describe your child's attendance this year.

Excellent	Good	Fair	Poor
( )	( )	( )	( )

5. How does your child's language compare now with his language before this school year?

Talks a lot more	About the same	Talks less
( )	( )	( )

6. How does your child feel about the lunches served at school?

Loves them	Likes them	Doesn't like them much	Hates them
( )	( )	( )	( )

APPENDIX F

EVALUATION DESIGNS FOR THE ADOPTION OF VALIDATED TITLE III PROJECTS

Dale Avenue Urban Early Childhood Education Project

Office of Program Development
Office of Evaluation Services
New Jersey State Department of Education

Courtesy of Dr. Ronald Lesher

GOAL

The goal of the Dale Avenue Urban Early Childhood Education Project is "to bring the average academic performance including IQ of urban, educationally disadvantaged children up to the national norm and maintain this gain for three years." For the purposes of product evaluation this goal may be broken down into two content areas: (1) IQ and (2) other measures of cognitive achievement.

IQ

To measure IQ Dale Avenue used the Peabody Picture Vocabulary Test (PPVT). The PPVT (available in two forms from American Guidance Service, Inc., Minneapolis) is a widely used individually administered IQ test. It is one of the most widely used IQ tests in kindergarten and the primary grades.

The PPVT will be administered to a random sample of incoming students at the beginning of the year, during September. The same sample will then be tested at the end of each year in the program during the month of May. Care should be taken to select a sufficiently large sample at the beginning of the year so that attrition will not reduce the group to an insignificant size. If the program is to be continued for several years and to be annually evaluated, then the size of the prekindergarten or kindergarten sample should probably be large enough so that a sufficient number will still be present at the end of the experimental period. Local records should be used to estimate the amount of attrition that can be expected. Sample sizes should then be determined accordingly. A minimum of 30 complete sets of scores should be available for analysis at the end of any given year.

Three types of comparisons should be made for the random sample of PPVT scores. The first two involve a less formal comparison with relevent groups.

First is a comparison with the national norming sample of the PPVT. That is, how does the local sample compare to the average IQ of 100 in the national sample. Dale Avenue found that the local average increased and became closer to 100, as students progressed through the Performance Objective Curriculum.

A second comparison that might be made is to the original Dale Avenue classes. This is most important when the adaptor district feels its local situation is very similar to the Paterson School District. The original Dale Avenue results on the PPVT for Prekindergarten through the second grade are contained in Appendix I.

The third type of comparison is a formal one, comparing the random sample of students using the Performance Objectives Curriculum with a random sample of very similar students who are not participating in the Performance Objectives Curriculum. This type comparison increases in importance as the adaptor district feels less similarity to the Paterson School District. In other words, when the comparison with Paterson suggested above is not considered fair the use of a local control or comparison becomes very important.

The PPVT would be administered during September to both the random samples using and not using the Performance Objectives Curriculum. The two groups can then be compared using an analysis of covariance with the end of the year scores as the criterion variable and the beginning of the year scores as the covariate. Assistance in using this procedure can be obtained through the Office of Evaluation Services, New Jersey State Department of Education.

Cognitive Achievement - Kindergarten and Prekindergarten

To measure cognitive achievement at the prekindergarten and kindergarten levels two types of instruments are used: (1) Skill Assessment Test and (2) Identity and Body Parts Checklist. These have been developed by the Dale Avenue staff; Part I of each is used with the prekindergarten and Part II of each is used with the kindergarten. The tests are administered early in September and results are used for diagnostic purposes. The tests are readministered as a posttest in May and these results reflect the progress made by the students. Comparisons can be made to the original Dale Avenue results found in Appendix II.

Cognitive Achievement - Primary Grades

To measure cognitive achievement in grades one and two Dale Avenue Administered two types of instruments: (1) the Performance Objective Record and (2) a standardized achievement test in reading and mathematics. Each of these will be discussed in order.

The Performance Objective Record is a series of items in each of ten achievement skill areas: (1) Listening, (2) Naming, (3) Observing (4) Speaking, (5) Perceptual Motor Skills, (6) Writing and Motor Skills, (7) Classification, (8) Math, (9) Decoding, and (1) Seriation. Each item is keyed to activities in the Performance Objective Curriculum. Thus it serves as a content valid test of achievement; the tests have been administered both at the beginning and end of the year for the first and second grades. Means and standard deviations for the Dale Avenue students are reported in Appendix III.

Since these tests are imbedded in the curriculum, results will be available for students in the adaptor district both at the beginning of the year and at the end of the year. Comparisons can be made with the Dale Avenue results as reported in Appendix III.

In addition to the curriculum-imbedded Performance Objective Record, Dale Avenue also administered the Stanford Achievement Test for reading and mathematics to students at the end of grades one and two. The purpose of collecting the standardized achievement test data is to determine how well students are doing compared to a more general population of their peers. The means for the Dale Avenue students are reported in Appendix IV.

Some adaptor school districts may not be using the Stanford Achievement Test as part of a district wide testing program. Certainly the standardized achievement tests in reading and mathematics currently being used is an acceptable substitute. Other districts may not use a standardized achievement test at each grade level. Since the PPVT and the Performance Observation Record will be used, it may be in the best interest not to alter the local district policy to include the standardized achievement test.

For each grade level that is tested on the standardized achievement test the following procedure should be used. First a comparison with the average grade level scores of Dale Avenue should be made. This procedure is quite informal, since if a different test is used, the scores are not directly comparable. Nonetheless, the comparison should enable the local district to estimate whether or not they have been able to replicate the original results in Paterson. See Appendix IV for the original Dale Avenue results.

A second way of analyzing the results is to use a comparison group (probably the same random sample of students not participating in the Performance Objective Curriculum used for the PPVT comparisons). When beginning of year or previous year's scores are available the data may be analyzed using an analysis of covariance as suggested with the PPVT. If previous scores are not available a t test should be used. Again the Office of Evaluation Services, New Jersey State Department of Education may be called upon for assistance.

APPENDIX I

DALE AVENUE

PEABODY PICTURE VOCABULARY TEST

IQ SCORES

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I.Q. SCORES MEASURED BY THE PEABODY PICTURE VOCABULARY TEST

FOUR YEARS OF THE PERFORMANCE OBJECTIVE CURRICULUM

The children represented in this table completed the third grade at Dale Avenue School in June 1974. They entered Prekindergarten in 1969, well below the national norm in mean I.Q. By the end of Kindergarten, 1971, they were at national norm. They maintained this position through the first and second grades, 1972 and 1973.

PREKINDERGARTEN PERFORMANCE OBJECTIVES USED PART OF THE YEAR 1969-1970	PRE-TEST POST-TEST	85.8 91.2
KINDERGARTEN FIRST YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1970-1971	POST-TEST	105.46
FIRST GRADE SECOND YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1971-1972	POST-TEST	100.1
SECOND GRADE THIRD YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1972-1973	POST-TEST	100.0

I.Q. SCORES MEASURED BY THE PEABODY PICTURE VOCABULARY TEST

THREE YEARS OF THE PERFORMANCE OBJECTIVE CURRICULUM

The children represented in this table will complete the third grade at Dale Avenue School in June 1975. They entered Prekindergarten in 1970, well below the national norm in mean I.Q. By the end of Kindergarten, 1972, they were at the national norm. They maintained this gain through the end of the first grade, 1973.

PREKINDERGARTEN FIRST YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1970-1971	PRE-TEST POST-TEST	80.0 89.4
KINDERGARTEN SECOND YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1971-1972	POST-TEST	96.27
FIRST LEVEL THIRD YEAR OF PROJECT PERFORMANCE OBJECTIVES USED ALL YEAR 1972-1973	POST-TEST	98.4

APPENDIX II

DALE AVENUE

SKILL ASSESSMENT TEST

IDENTITY AND BODY PARTS CHECKLIST

RESULTS

Skill Assessment Test, Part I

All groups are random samples of prekindergarten students.

1970-1971

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Prekindergarten	30	63.96	72.73
Dale Ave. Prekindergarten	30	52.20*	81.70
Disadvantaged Prekindergarten	30	31.71	43.64

1971-1972

Group	Number	Pre-test Mean	Post-test Mean
Dale Ave. Prekindergarten	30	31.1*	84.7

*During 1970-71 the pretesting was done in late October after the Dale Avenue group had been using the Performance Objectives Curriculum for a month and a half. During 1971-72 the pretesting was done in early September.

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Identity and Body Parts Checklist, Part I

All groups are random samples of prekindergarten students.

1970-71

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Prekindergarten	30	67.30	78.13
Dale Ave. Prekindergarten	30	71.70*	88.60
Disadvantaged Prekindergarten	30	49.20	57.62

1971-72

Group	Number	Pre-test Mean	Post-test Mean
Dale Ave. Prekindergarten	30	55.2*	92.2

*During 1970-71 the pretesting was done in late October after the Dale Avenue group had been using the Performance Objective Curriculum for a month and a half. During 1971-72 the pretesting was done in early September.

Skill Assessment Test, Part II

All groups are random samples of kindergarten students.

1970-1971

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Kindergarten	30	79.16	84.50
Dale Ave. Kindergarten	30	73.40	84.71
Disadvantaged Kindergarten	30	54.95	62.98

1971-1972

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Kindergarten	30	74.72	80.12
Dale Ave. Kindergarten	29	66.19	77.53
Disadvantaged Kindergarten	27	54.88	67.09

Identity and Body Parts, Part II

All groups are random samples of kindergarten students.

1970-1971

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Kindergarten	30	86.00	87.50
Dale Ave. Kindergarten	30	79.60	88.60
Disadvantaged Kindergarten	30	56.40	64.30

1971-1972

Group	Number	Pre-test Mean	Post-test Mean
Advantaged Kindergarten	30	81.18	90.73
Dale Ave. Kindergarten	29	81.03	86.91
Disadvantaged Kindergarten	27	66.51	80.96

APPENDIX III

DALE AVENUE

PERFORMANCE OBJECTIVES RECORD

RESULTS

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MEAN AND STANDARD DEVIATIONS FOR THE TEN AREAS OF THE PERFORMANCE OBJECTIVE CURRICULUM

In 1972-73 the first and second grade students at the Dale Avenue School were pre and posttested in the ten skill areas of the Performance Objective Curriculum. These students had followed the curriculum since their prekindergarten years. The standard deviations are given in parentheses.

LISTENING
(34 items)

	First Grade	Second Grade
Beginning of Year	18.01 (0.84)	30.13 (0.63)
End of Year	30.906 (2.77)	34 (0)

NAMING
(42 items)

	First Grade	Second Grade
Beginning of Year	26.02 (1.33)	35.9 (3.72)
End of Year	37.63 (1.726)	40.628 (2.09)

OBSERVING
(16 items)

	First Grade	Second Grade
Beginning of Year	11.006 (0.15)	15.635 (0.939)
End of Year	14.078 (0.205)	15.990 (0.2)

SPEAKING
(22 items)

	First Grade	Second Grade
Beginning of Year	7.120 (1.162)	15.22 (2.71)
End of Year	15.56 (2.39)	21.4 (0.2)

PERCEPTUAL MOTOR SKILLS
(21 items)

	First Grade	Second Grade
Beginning of Year	19.46 (0.239)	20. (1.99)
End of Year	19.884 (0.87)	20.95 (0.06)

WRITING AND MOTOR SKILLS
(24 items)

	First Grade	Second Grade
Beginning of Year	16.401 (0.98)	22.175 (0.667)
End of Year	23.05 (0.44)	23.00 (2.236)

CLASSIFICATION
(13 items)

	First Grade	Second Grade
Beginning of Year	8.97 (0.32)	12.202 (0.482
End of Year	11.776 (0.815)	12.73 (0.37)

MATH
(79 items)

	First Grade	Second Grade
Beginning of Year	16.478 (1.309)	36.018 (1.49)
End of Year	37.500 (1.00)	58.79 (10.419)

DECODING - ENCODING
(163 items)

	First Grade	Second Grade
Beginning of Year	7.947 (4.904)	50.037 (10.607)
End of Year	36.16 (1.397)	107.836 (16.108)

SERIATION
(11 items)

	First Grade	Second Grade
Beginning of Year	*-----	10.413 (0.417)
End of Year	10.206 (0.306)	11.00 (0)

*Instruction not begun until after beginning of first grade because of developmental level.

APPENDIX IV

DALE AVENUE

STANFORD ACHIEVEMENT TEST

AVERAGES

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The children in this table will complete the third grade at Dale Avenue School in June 1974. Means of Grade level scores are reported

STANFORD ACHIEVEMENT TEST, PRIMARY I

	Word Meaning	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total Reading
FIRST GRADE, 1971 - 72 May 1972	1.8	1.7	1.8	2.0	2.0	1.7	1.8

STANFORD ACHIEVEMENT TEST, PRIMARY II

	Word Meaning	Paragraph Meaning	Science and Social Studies	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Total Reading	Total Arithmetic
SECOND GRADE, 1972 - 73 May 1973	2.9	2.7	3.4	3.4	3.0	3.3	3.1	3.0	2.8	3.1

Three Years of the Performance Objectives Curriculum

The children in this table completed the third grade at Dale Avenue School in June 1975. Means of grade level scores are reported

STANFORD ACHIEVEMENT TEST, PRIMARY 1

FIRST GRADE, 1972-73 May 1973	Word Meaning	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic	Total Reading
	1.9	1.7	1.8	2.0	2.0	1.7	1.8

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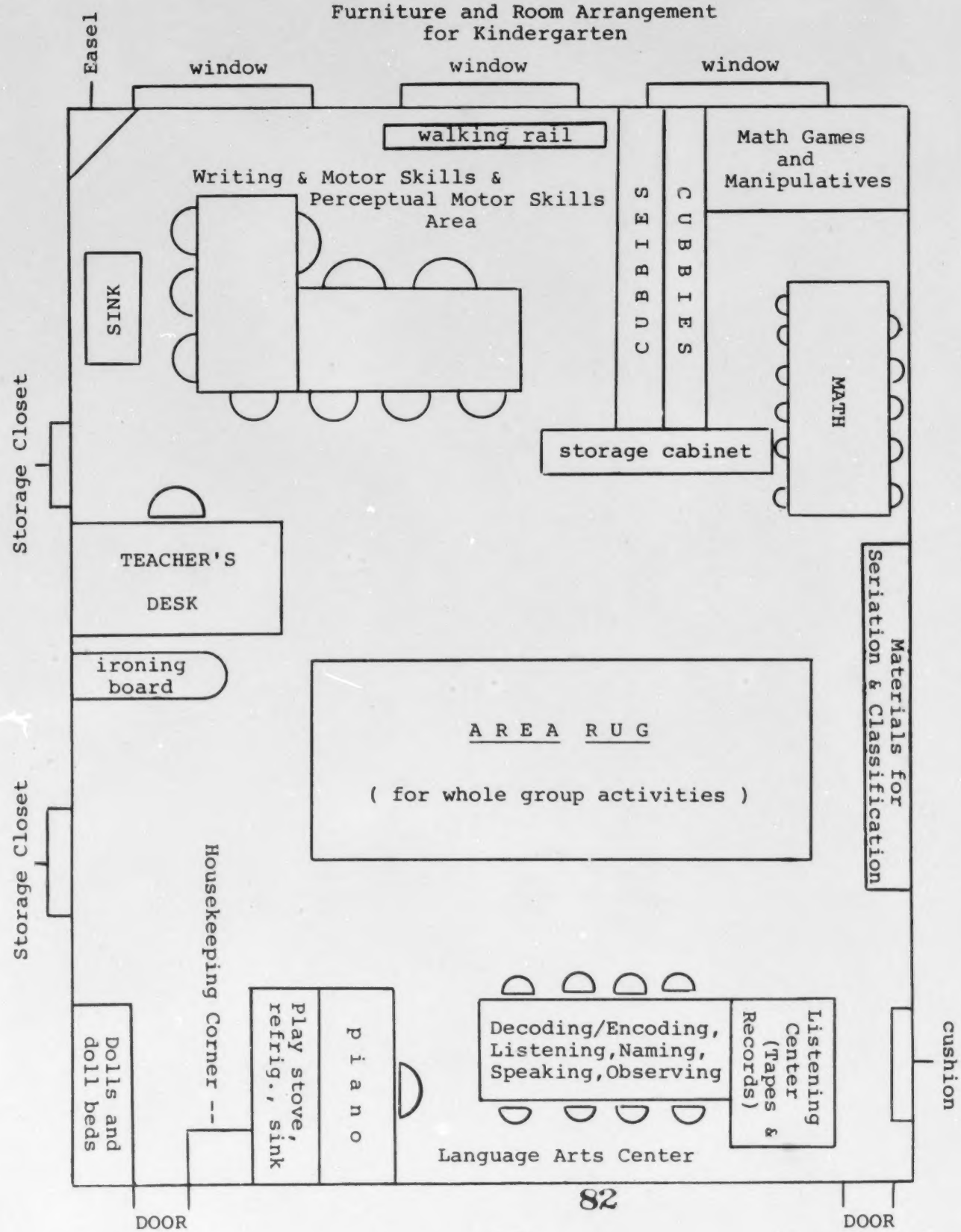
APPENDIX G

Furniture and Room Arrangement
for Kindergarten



APPENDIX H

Materials and Games

(for beginning Performance Objectives)
from catalogues of 6/72

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

Item

Peabody Language Kit, Level I

J.L. Hammett
2393 Vaux Hall Road
Union, New Jersey 07083

Materials:

Item	Code #	Page #
Coordination Bd.	80305	228
Sorting Box	81506	228
Postal Station	81201	228
Parquetry Blocks	81306	229
Color Cubes	81236	229
Color Stacking Discs	81213	229
Jumbo Beads	81207	230
Kittie in Keg	83438	203
Rubber Animals Farm	83222	206
Rubber Animals Zoo	83223	206
Teaching Picture Sets		211
Useful Signs to See & Read	61109	212
Story Cards - Tell What Part is Missing	61044	212
Puzzle Rack	80270	226
Peg Boards	61145	231
Zoo Lotto	82712	238
Farm Lotto	82713	238
World About Us	82714	238
What's Missing	82715	238
Go Together	82716	238
Plastic Telephone	60064	251
Balance Beam	84515	260
Day by Day Calendar	61012	333
Flan-O-Graph	61160	312
Arithmetic Readiness	61573	312
Flannel Bd. Cut-Outs	61165	312
Holiday Primary Cut-Outs	61555	312

J. L. Hammett (Continued) -

Flannel Bd. Cut-Outs	61165	312
Holiday Primary Cut-Outs	61555	312
Flannel Bd. Numbers	61163	312
Pupil Pack	61878	313
Numerals, Number Games, And Symbols	61556	313
Giant Dominos With Grooved Dots	82669	311
Picture No. Matching	66301	310
Plastic Counters	61146	306
Play Chips	82120	306
Picture Color Matching	66304	350
Picture Sequence Cards	61045	350
Space Relationship Cards	61043	350

Puzzles

Dog	80705	221
Squirrel	80706	221
Cat	80724	221
Fruit	80036	222
Farmyard Animals	80030	222
Transportation	80034	222
Barn	80001	223
Our Room	82960	227
Girl	82961	227
Boy	82962	227

Charles E. Merrill Publishing Co.
Columbus, Ohio 43216 Materials -

Becoming A Learner Kit

Appleton-Century-Crafts
Educational Division, Meredith Corporation
440 Park Avenue, So.
New York, New York

Math and Language Matrix

Continental Press Inc.
Elizabethtown, Pennsylvania

Visual Discrimination, Level I
Beginning Sounds, Level I
Visual Motor Skills, Level I

Milton Bradley Company
Springfield, Massachusetts

Goal: Language Development
Goal: Mathematical Concepts

D. M. L. Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

Circle, Square, Triangle, Rectangle and Diamond Templates
(Clear Stencils # M137)

Cassette Recorder and Blank Tapes for each room.
Listening Stations.
Boxes of blank ditto sheets.

APPENDIX I

SELF-CHECK LIST

SEQUENCE OF TESTING, TEACHING

REPORTING, AND RECORDING PERFORMANCE OBJECTIVES

FIRST YEAR

1.	Pretest	Pretest each child in each Performance Objective area during the first months of school or during kindergarten registration. When child has missed two items, that portion of the pretest is completed and the point at which teaching is to begin has been determined.
2.	Record	Record results of pretesting in record book. Use this information to group students for instruction and to individualize instruction.
3.	Plan	Use pretest information to plan appropriate lessons for groups and individuals. (See box of step-by-step activities for teaching Performance Objectives.)
4.	Teach	Provide instruction in small groups or on an individual basis.
5.	Reinforce	Provide reinforcement and follow-up to assure child's ability to perform skill in many situations.
6.	Test	Interim-test at the end of one week after new skills have been taught.
7.	Posttest and Record	After about a month of reinforcement posttest and record results in Record Book.
8.	Reporting to Parents	Record high number attained in each Performance Objective area and any unmastered skill below that number on parent reporting sheet at the end of December and March.

9.	Record on Summary Sheet	At the end of the school year record on the Summary Sheet the highest skill mastered in each Performance Objective area and any unmastered skills below that number.
10.	Report to Next Year's Teacher	On the last day of school or sometime during the summer the teacher is provided with her class list for the next school year and a summary sheet for each child on the list.

SUBSEQUENT YEARS

1.	Selected Pretest	Pretest is required only in Naming. All other information is gleaned from Summary Sheet.
2.	Record	Record pretest information in Naming. Drop back two items in every other area reported on the Summary Sheet and record.
3.	Plan	Use pretest and Summary Sheet information to plan appropriate lessons for groups and individuals. Dropping back two items in each area but Naming will provide reinforcement in material that was forgotten over the summer.
	Continue as in First Year	Four through ten are the same as in Process for the First Year.

APPENDIX J

TWO-DAY DALE AVENUE MODEL
TRAINING WORKSHOP

TUESDAY	9:00 - 10:15	Overview
	10:15 - 10:30	Break
	10:30 - 11:30	Continuation of overview
	11:30 - 12:00	Slide story
	1:00 - 1:15	Review of Screening Tests
	1:15 - 3:00	Participants will see demonstration of the following screening tests: ·Peabody Picture Vocabulary Test ·Identity & Body Parts Checklist - Part I ·Skill Assessment Test - Part I ·Description of Scoring Each participant will make a Skill Assessment Test kit. Participants will test and score pupils on the battery of three tests.
WEDNESDAY	9:00 - 10:15	Description of the Performance Objectives tests Demonstration of the Performance Objectives testing with one child. Beginning items from Listening, Naming, Speaking, Observing, Perceptual Motor Skills, Math Demonstration of beginning items from Classification and Seriation kits.
	10:15 - 10:30	Break
	10:30 - 12:00	Demonstration of teaching Performance Objectives using puzzles, large pictures, language development kit, song, game, a tape Description of record keeping in roll book Each participant will be given test data for four children and will record it in record book.

WEDNESDAY (Continued)

12:00 - 1:00	Lunch
1:00 - 3:00	Description of scheduling, plan book, summary sheet, reporting system
	Participants will plan groups based on Performance Objective test data
	Description of some activities from Performance Objectives Activities Kit
	Sharing of suggested activities by participants
	Questionnaires will be filled out by participants